

Sir Alexander Fleming Primary School: Online Safety Progression

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Managing Online Information		I know I can use the internet to find things out.	I know devices I could use to access information on the internet. I know simple examples of how to find information (e.g. search engine, voice activated searching).	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	I can use simple keywords in search engines. I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. I can explain why some information I find online may not be real or true.	I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain how the internet can be used to sell and buy things. I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be.	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.	I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I understand the concept of persuasive design and how it can be used to influence peoples' choices.
	Vocabulary	Computer Tablet Look Ask Help Picture	Online Information Real Safe Question Adult	Search Website True Wrong Ask for Help Online Info	Reliable Fact Fiction Check Source Safe Site	Accuracy Search Engine Evaluate Misinformation Trustworthy Results	Bias Fake News Credible Evidence Scam Clickbait	Algorithm Sponsored Content Critical Thinking Verify Manipulation Online Research	Echo Chamber Disinformation Fact-Checking Digital Literacy Media Influence Online Responsibility

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Online Bullying		I know ways that some people can be unkind online.	I know examples of how being unkind can make people feel.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. I can explain how to block abusive users. I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.
Vocabulary		Nice Share Happy Sad Computer Phone Talk Friend	Kind Unkind Help Safe Listen Upset Tablet Adult	Online Feelings Friend Mean Help Talk Safe Message	Bullying Unkind Trust Upset Computer Tablet Adult Rules	Cyberbullying Respect Private Report Block Username Online Game Safe Choices	Harassment Trolling Inappropriate Privacy Support Victim Bystander Platform	Impersonation Threats Digital Footprint Mute Moderator Screenshot Consequences Empathy	Anonymity Reputation Reporting Tools Online Safety Cyber Ethics Peer Pressure Mental Health Safeguarding

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Copyright and Ownership		I know that work I create belongs to me.	I know to name my work so that others know it belongs to me.	I understand that work created by others does not belong to me even if I save a copy. I know that work I create belongs to me. I can name my work so that others know it belongs to me.	I can recognise that content on the internet may belong to other people. I can describe why other people's work belongs to them.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	I can assess and justify when it is acceptable to use the work of others. I can give examples of content that is permitted to be reused and know how this content can be found online.	I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.
	Vocabulary	Mine Yours Share Draw Make Picture	Create Belong Copy Say Thank You Help Safe	Author Owner Image Music Ask Share	Copyright Permission Respect Video Website Creator	Ownership Licence Download Credit Source Reuse	Plagiarism Terms Fair Use Reference Original Content	Creative Commons Attribution Copyright Law Public Domain Intellectual Property Cite	Digital Rights Ownership Ethics Infringement Royalty-Free Usage Rights Moral Rights

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Privacy and Security		I know some simple examples of my personal information (e.g. name, address, birthday, age, location).	I know some people I can trust and can share this and explain why I can trust them.	I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can explain how passwords can be used to protect information, accounts and devices. I can explain and give examples of what is meant by 'private' and 'keeping things private'. I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	I can describe strategies for keeping personal information private, depending on context. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain what app permissions are and can give some examples.	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).
	Vocabulary	Name Safe Tablet Friend Share Help	Private Password Safe Online Talk Stranger	Personal Info Login Password Trusted Adult Share Safe Choices	Privacy Settings Secure Permission Account Protect	Username Data Security Online Identity Private Message Trusted Site	Phishing Hacking Strong Password Two-Factor Secure Website Information Sharing	Encryption Cybercrime Data Protection Digital Footprint Online Scam Security Settings	Identity Theft Privacy Policy Terms & Conditions Secure Connection Online Safety Tools Digital Responsibility

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Online Reputations		I can recognise what makes somebody happy or sad.	I can understand that what I do affects what people think about me.	I can identify ways that I can put information on the internet.	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others.	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.	I can describe how to find out information about others by searching online.	I can search for information about an individual online and summarise the information found.	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
	Vocabulary	Nice Kind Friend Happy Share Help	Kindness Feelings Online Talk Safe Choice	Reputation Behaviour Online Nice Words Respect Friendship	Digital Profile Kind Online Comments Respectful Choices	Online Reputation Post Comment Public Private Think Before You Post	Digital Footprint Audience Positive Image Online Identity Responsibility Perception	Influence Social Media Reputation Damage Permanent Judgement Respect Online	Digital Legacy Online Persona Consequences Self-Image Online Respect Future Impact

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Self-Image and Identity		I know that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.	I know that saying no is something I can do either in real life or online.	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online. I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline.
	Vocabulary	Me Happy Kind Friend Smile Share	Feelings Safe Special Online Talk Choice	Identity Self Respect Online Name Kindness Help	Profile Real Life Online Self Feelings Confidence Respect	Digital Identity Username Self-Esteem Online Choices Positive Image Belonging	Online Persona Perception Influence Individuality Confidence Online Respectful Behaviour	Self-Expression Peer Pressure Online Reputation Authenticity Digital Footprint Positive Identity	Self-Image Online Identity Mental Health Online Pressure Digital Responsibility Empowerment

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Online Relationships						I can describe ways people who have similar likes and interests can get together online.			
		I know some ways in which the internet can be used to communicate.	I know examples of how I (might) use technology to communicate with people I know	I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can explain how sharing something online may have an impact either positively or negatively.
Vocabulary		Friend Kind Share Talk Happy Help	Online Safe Kindness Feelings Listen Stranger	Friendship Respect Talk Online Trusted Adult Nice Words Help	I can explain why it is important to be considerate and kind to people online and to respect their choices.	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.	I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.	I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not.	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.
					I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	I can demonstrate how to support others (including those who are having difficulties) online.	I can describe how I can explain how things shared privately online can have unintended consequences for others. e.g. screen-grabs.	I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.
					I can recognise some ways in which the internet can be used to communicate.	I can explain how someone's feelings can be hurt by what is said or written online.			
					I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.			

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Health- Wellbeing and Lifestyle		I know rules that help keep us safe and healthy in and beyond the home when using technology.	I know some simple examples of rules to keep us safe online.	I can explain rules to keep myself safe when using technology both in and beyond the home. I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged.	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies. I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology. I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.	I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).
	Vocabulary	Happy Tired Play Rest Tablet Friend	Healthy Sleep Kind Screen Feelings Talk	Balance Exercise Online Breaks Safe Happy	Routine Wellbeing Sleep Time Limit Kindness Offline	Mental Health Screen Time Choices Relax Online Games Feelings	Stress Self-Care Digital Balance Focus Healthy Habits Boundaries	Anxiety Lifestyle Social Media Sleep Hygiene Screen Addiction Positive Choices	Digital Wellbeing Online Pressure Mindfulness Healthy Boundaries Mental Resilience Support Network

NB: Teachers can add resources as needed dependent on what is the current trend in class, using the Natterhub library of topics.